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ABSTRACT

In the summer of 1968, a workshop was held to produce a reading booklet to be used especially by migrant children. The booklet was to: (1) take about 2 weeks of class time, (2) appeal to the migrant child with his special set of needs, (3) be as interesting and creative as possible, and (4) have a built-in pre- and posttesting program for evaluation purposes. With the help of migrant children attending a summer school program, the 16 workshop participants created several Zip Paks, ranging from the reading readiness level through the third level. Each Zip Pak has an accompanying teacher's manual to assist in its use. This teacher's manual is to accompany the Zip Pak for the reading readiness level. It presents: (1) the pak's objectives; (2) behavioral objectives; (3) directions for administering and scoring the Child's School-Home Environmental Test and the Children's Self-Social Constructs Test, Preschool Form; (4) 15 daily lessons; and (5) 15 picture cards. (NQ)

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ZIP PAK

for

READING READINESS LEVEL

(Teacher's Manual)

Monterey County

Office of Education

Ed Coffin
Superintendent of Schools

RC009030

ZIP PAK

MATERIALS

Prepared
by
the members of

The Zip Pak Workshop

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(Program Associate, Project EDINN)

Co-Sponsored
by the
Monterey County Office of Education

Ed Coffin, Superintendent of Schools

and

by Project EDINN (EDucational INNovation)
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Monterey, San Benito, Santa Cruz Counties, California

Beatrice Ann Ward, Acting Executive Director

1968

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FOREWORD

The curriculum material that follows has been created by sixteen participants of a summer 1968 workshop, which had as its aim the production of a reading booklet to be used especially by migrant children. This booklet, called the Zip Pak, was to have these characteristics: (1) take about two weeks of class time; (2) appeal to the migrant child with his special set of needs; (3) be as interesting and creative as possible; and (4) have a built-in pre- and post-testing program for evaluation purposes. We leave it to the judgment of the teachers and pupils who use these Zip Paks whether or not the above criteria were met.

Several sets of Zip Paks were produced, ranging from the reading readiness level through the third level, and each Zip Pak has an accompanying Teacher's Manual to assist in its use.

These Zip Pak materials have been produced with the help of migrant children who attended a summer school program to which the teachers were attached. The four week duration of the workshop allowed time only for the grossest testing of new ideas, and the materials in the Zip Pak booklets are not the accomplished work to be expected from a major curriculum development project. The Zip Paks, at this stage, merely represent a first exploratory effort and are being presented with this question in mind: "To what extent are these ideas useful in pointing out a direction of movement for a future project?" The users of this booklet can help provide some answers to this question.

Norval C. Scott
Program Associate
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Introduction

It is our feeling that, in order to teach necessary learning skills, it is of first importance to establish rapport with the child and create an environment where he feels secure and comfortable.

In order to do this, we must first clarify:

1. What is the child's mental image of his place in the school sphere?
2. Is an understanding of the child's mental image of himself a prerequisite to helping him?
   a. Does he feel secure?
3. Is the school a foreign environment?
   a. Is it friendly?
   b. Is it hostile?
4. Is feeling of "belonging" a prerequisite to learning?
5. Is a comfortable teacher/pupil, pupil/peer relationship a prerequisite to learning?
6. Will improvement in one skill, e.g., auditory discrimination and/or verbal fluency, help him improve his mental image of his place in the school sphere?

In our study, the results have shown the above premise to be true.

Objectives

1. To establish rapport with the child.
2. To make the child comfortable in room/school environment.
3. To have a true understanding of the child's self-image in the school sphere.

4. To identify strengths and weaknesses in reading readiness skills.

5. To establish one area in which extensive reinforcement and enrichment can culminate in feelings of success and achievement.

Behavioral Objectives

1. That the child will draw more non-home items in a Post-test than he draws on a Pre-test

2. Tha he will locate himself closer in space to non-home symbols in a Post-test.

Evaluation

A. Child's School-Home Environmental Test

1. Administration

   a. Establish rapport and communication with the child.

   b. Have child determine his favorite game, toy, person or location in school.

   c. Have child draw on page 1 (designated Pre-test 1 in his booklet) with pencil and crayons the predetermined picture (including himself) established verbally.

   d. Give the child fifteen minutes alone to complete the test.

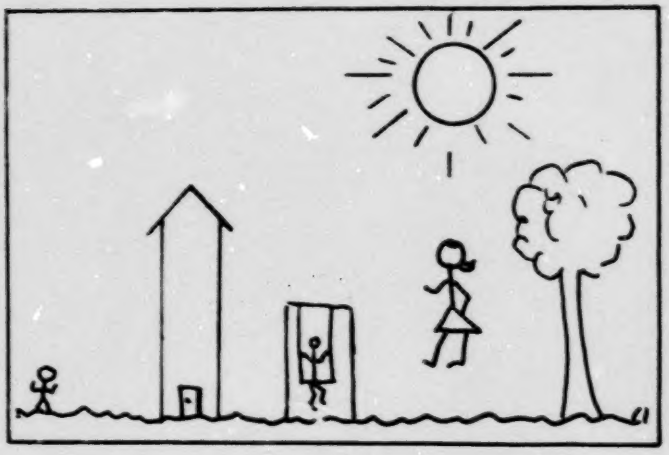
2. Scoring

   a. Count the number of home items (home, family) and score as illustrated on following page.

3. Interpretation

   See the interpretation for the Ziller test on page 4.

home	-1
baby	-1
sun	0
tree	0
mother	-1
teacher	+1
school	+1



B. Children's Self-Social Constructs Test, Preschool Form.*

1. Administration

"The CSSCT (preschool form) is administered individually; time: about 10 minutes per child. It is appropriate for children from age three to eight. There are six kinds of items in the test. For any one kind of item, the instructions given the child are the same, with only the name of the stimulus person varying. These stimulus persons are shown on the cover and consist of (1) mother, (2) father, (3) friends, (4) teacher (in order from left to right). The child is seated at a desk with the test in front of him. Teacher says: 'We are going to play a game. Do you see these people? That one is your mother (points to first figure on cover of test); that one is your daddy (or father); those are your friends; and that one is your teacher.'

---

* For further information on this test, contact Dr. Robert Ziller, Department of Psychology, University of Oregon, Eugene, Oregon.

The teacher then turns to the first page and says: 'Here is your mother. You pick a circle to be you, whichever one you like.' (Do not gesture on this item.) Write child's initial in circle he chooses." The directions are the same for the remaining pages of the test, except that the appropriate word is used for each figure; e.g., father, friends, or teacher.

2. Scoring

One to six points from near to far from other person. A higher score represents less identification.

3. Interpretation

Since the behavioral objective is for the child to locate himself close in space to non-home items, the total of scores for the pages with the teacher and friends should be <u>less</u> on the post-test than on the pre-test. This means that the child who locates himself closer to the teacher, for example, on the post-test than on the pre-test is identifying with her more. On the other hand, the scores for the home items, mother and father, should be <u>higher</u> on the post-test than on the pre-test, thus reflecting a closer tie to the school. This closer identification with the school is desirable in view of the fact that the migrant child's sphere of social contact is too limited, and needs to be expanded to include the school and the community.

Note: examples of the Children's Self-Social Constructs Test are on the five pages that follow.

Daily Lessons

Lesson 1.

Give two tests.

A. Child's School-Home Environmental Test (on first page of child's booklet).

B. Self-Social Constructs Test, Preschool Form (as instructed above).

Lesson 2.

Materials needed:

snapshots
tagboard strip for child's name
art corners
masking tape to apply strip to desk
crayons

Take pictures of the child with polaroid camera (if available) in the classroom and on the playground, for use on pages 2, 3, and 4 of the booklet. (Also for pages 17, 19, 35 to do later.) Teacher writes the child's name on page 2 and on a tagboard strip. Child copies name on pages 3 and 4. Child colors horse on page 5 as he desires.

Lesson 3.

Materials needed:

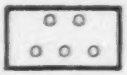
overhead projector
crayons
pencil
nursery rhyme "Cock-horse."
tape recorder
transparency (from pictures in back of Manual)

Transparencies can be made on over-exposed X-ray film. Brighten with felt tip pens.

Show transparency with only horse visible. Say rhyme slowly, have child observe lips. Have child repeat with you.

Remove covering from transparency and have child use pointer to find similar heads.

Make tape of child repeating rhyme after you.

Show transparency again and have child repeat "five feathers" for Five Game, ( page 35. Hand card to child; child replies, "I have 5 circles." Substitute 5 feathers for circles).

Child will color page 5 and do pages 6 and 7, marking similar heads with crayon.

On page 8, child traces around hands identifying left with rings. Draws lines left to right, matching fingers.

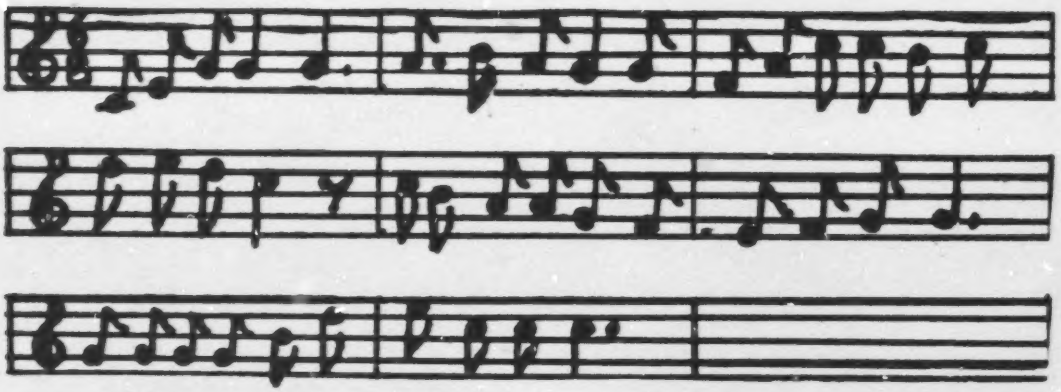
Lesson 4.

Materials needed:

large chart (see illustration)
word cards
pictures
scissors
paste
felt-tip pen
crayons
paper punch
small mirror
reinforcements
yarn
music (see following page)

Review rhyme together. Put to music and sing rhyme.

Present large chart (duplicate of child's book, page 10) with rebus writing. Have child read chart pictures. Use mirror to show "another name for you (child's name) is I."



Demonstrate how to cut on line. Have child cut and paste pages 12, 13, 14, 15. (Place word cards on larger squares on pages 12, 13, 14 and paste). Color and cut out valentine cards on pages 14 and 15. Punch corners and have child stick on reinforcements. Thread cards with yarn, segregating by number (4 sets). (Child will have sets 1 and 2. Teacher keeps sets 3 and 4 to give to child later.)

Lesson 5.

Materials:

strip of construction paper
scissors
masking tape
pipe cleaner
yarn
needle
crayons
stapler

Show transparency.

Review rhyme with choral speaking and singing.

Review rebus chart. Write in words and explain that these symbols have the same meaning. Have child match word card set 1 with large chart and with pages 9 and 10.

Lesson 7.

Materials needed:

pencil
crayons
chart 22" x 28" (as on page 9)

Review rhyme and chart.

Present page 18.

Have child "read" rhyme with left to right motion.

Child completes pages 19 and 20 independently, then colors pages 21 and 22.

Use galloping, trotting rhythms from "Little Pony," RHYTHMS FOR CHILDREN, Mary S. Shafer.

Lesson 8.

Materials needed:

Large cards of community helpers.

Give card number 1 to child and ask, "Who is this?" "What does he do?" Elicit responses, having child identify cards before placing them on chalk ledge.

Take card number 2 and have discussion of what father does. "He works in the field." (?) "Is it cold?" "What does he do in the field?" etc.

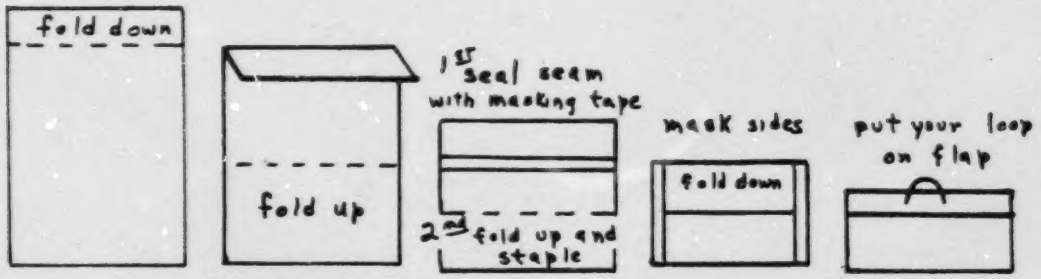
Make sure that child uses words truck, sun, etc. (as in rhyme).

"Let's make a rhyme about father -- how does he go to work?"

Develop rhyme and repeat with child. Then put to music as "Cock-horse."

Child colors page 23 independently.

Assemble envelope for child, as illustrated below.



Take a strip of construction paper 6" x 15".

Fold 1" from end, double up to meet fold, apply masking tape to two raw edges, bring doubled paper up to meet flap fold; staple on both sides to hinge, open flap and apply masking tape to each outer edge, folding back 1/2 on each side.

Make yarn loop on envelope flap. Paste designated square on page 15 onto square on page 11. Use hole punch for holes (marked by "x") in which to insert pipe cleaner.

Place word card set 1 and 2 in envelope. (Keep sets 3 and 4.)

Hook pipe cleaner through yarn, attach to page 11.

Child now works independently with word cards and pages 9 and 10. Child then does page 16, making large rebus of bottom line. Fill in words on pages 16 and 17.

Lesson 9.

Materials needed:

- crayons
- scissors
- paste
- pencil
- transparencies
  - "Cock-horse"
  - father in truck
  - truck and tomatoes

Review rhymes. Sing rhymes.

Cut page 24 on dotted line. Child cuts out tomatoes and pastes on matching tomatoes in box. Draws lines from boxes to truck, (left to right). Child does page 24 independently.

Include group in dramatization of going to work in truck and picking tomatoes.

Lesson 10.

Materials needed:

- transparencies

Review vocabulary chart. Read

Valentine Game

Valentines, valentines
How many do I see?
Valentines, valentines,
Share them with me.
I have red ones.
I have orange ones.
I have yellow ones, too.
I have green ones.
I have purple ones.
I have some that are blue.
Valentines, valentines,
How many do I see?
Valentines, valentines,
Count them with me:
1-2-3-4-5-6.

Present card set 4 so child can play game.

Review rhymes.

Introduce page 25 for verbal and visual associations.

Child connects objects to figures with crayon line independently and colors the page.

Rhythms: galloping, trotting.

Lesson 11.

Materials needed:

transparencies
vocabulary chart
large cards
valentine game
cards for "Never, no never" game

Review rhymes with transparencies.

Review vocabulary chart and match with child's vocabulary cards.

Present "Is the Sky Yellow"* and use "Never, no, never" as answer to each first line, for the second game.

Review community helper cards. Have child choose one he wants to be when he grows up. Draw on page 26.

Lesson 12.

Materials needed:

transparency of mother from page 14 (Set 1)

Review rhymes

Introduce the "V" sound

Vee, vie, voo, voe;
Upper teeth to lip must go.
"f" says kitten,
"v" says fly;

---

* Found in Talking Time, by Thompson, Scott, Webster Publishing Co.

You can feel them
If you try.
Vee, vie, voo, voe.
Upper teeth to lip must go.

Present community helper cards. Play as Lesson 7.

Concentrate on "mother." Elicit responses containing words car, store, food, etc.

Compose rhyme on page 27 with child, printing on board and repeating several times.

Show transparency of "mother" made from Manual page 14.

Child returns to seat and makes picture illustrating rhyme on page 27, then may read independently page 28.

Lesson 13.

Materials needed:

scissors
paste

Have child tell story of picture done yesterday.

Child "reads" with large sweeping movement rhyme on page 28. He reads this to the class.

Child cuts and pastes objects from page 30 to correct figures on page 29 independently.

Lesson 14.

Materials needed:

pet cards

Review rhymes. Sing rhymes.

Choose favorite and dramatize.

Introduce pet cards.

Tell story of a pet.

Present word cards (set 4). Match to pages 31 and 32.

Lesson 15.

Materials needed:

scissors
buttons
yarn
glue

Sing rhymes.

Tape choral speaking of rhymes.

Play original tape and let child compare.

Have child make dog from pattern illustrated on following page.

Lesson 16.

Administer tests.

Refer to directions given on pages 2, 3, and 4.

Post-test 1, page 34.

Score and evaluate tests.

Additional materials:

TALKING TIME, Scott and Thompson

For auditory discrimination, pages 126, 140, 194, 195.

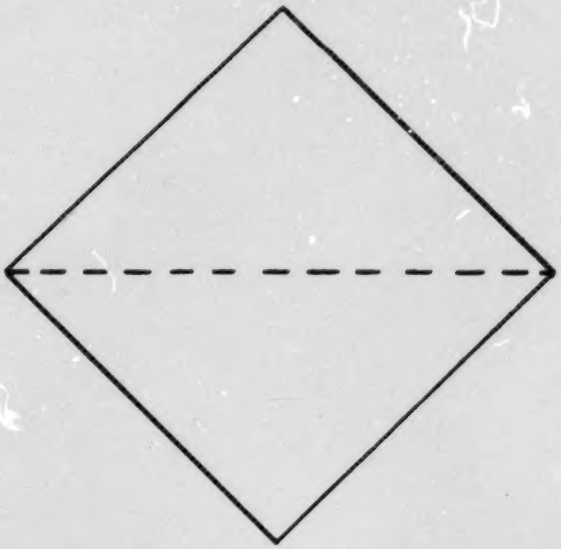
Environmental chart

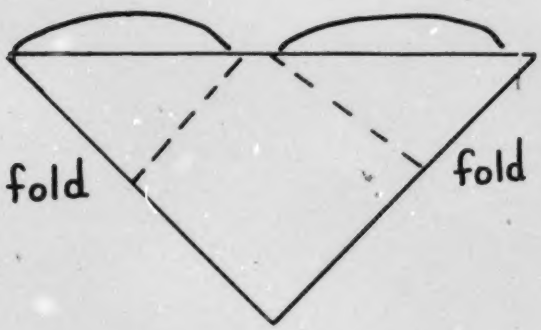
Use names of objects found in classroom.

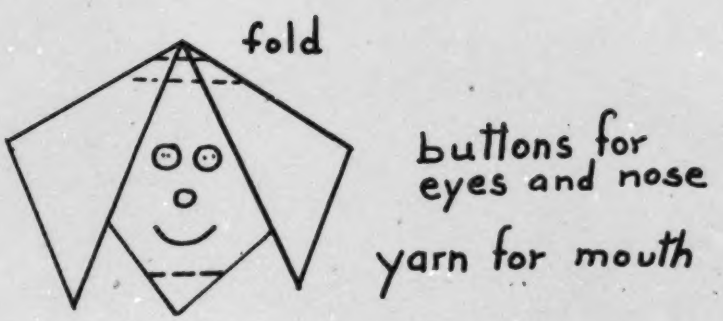
Have child draw pictures to illustrate.

Patterning charts

For left to right movement







Directions for making Origami Dog, page 18.

Chart may be covered with plastic, so that child may use grease pencil for marking.

Dictated drawing.

Rhymes:

Ride in a bus
To go to the zoo
We will have fun
Come and go, too.

The pilot is dusting
To make the bugs go.
He makes a big noise
When he flies low.

Note: The appearance of the Rebus Books will be improved if the balloons on the front and the last page are outlined in yarn.

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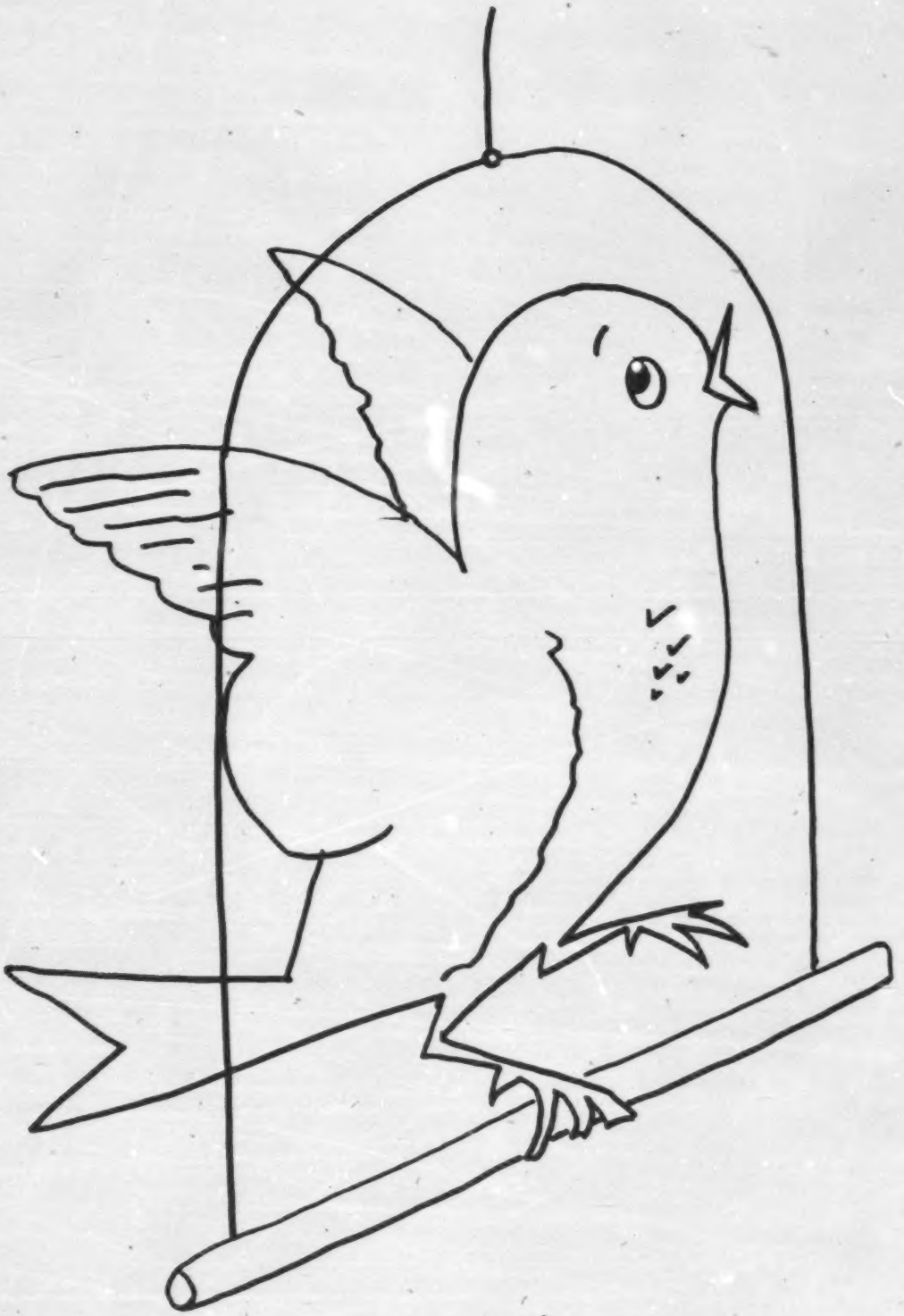

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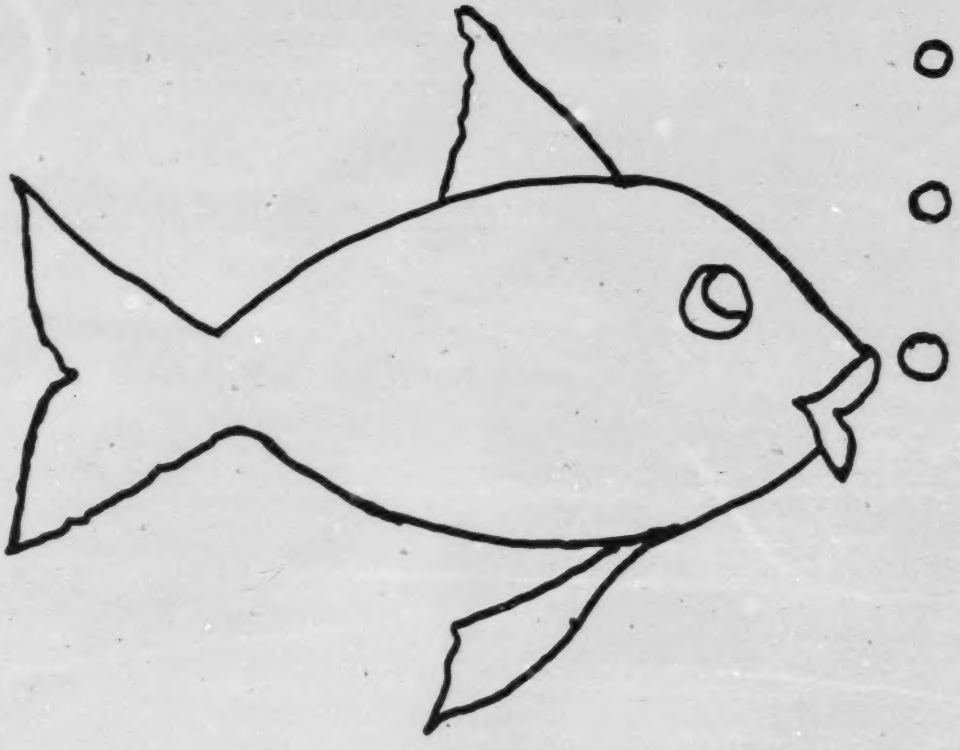

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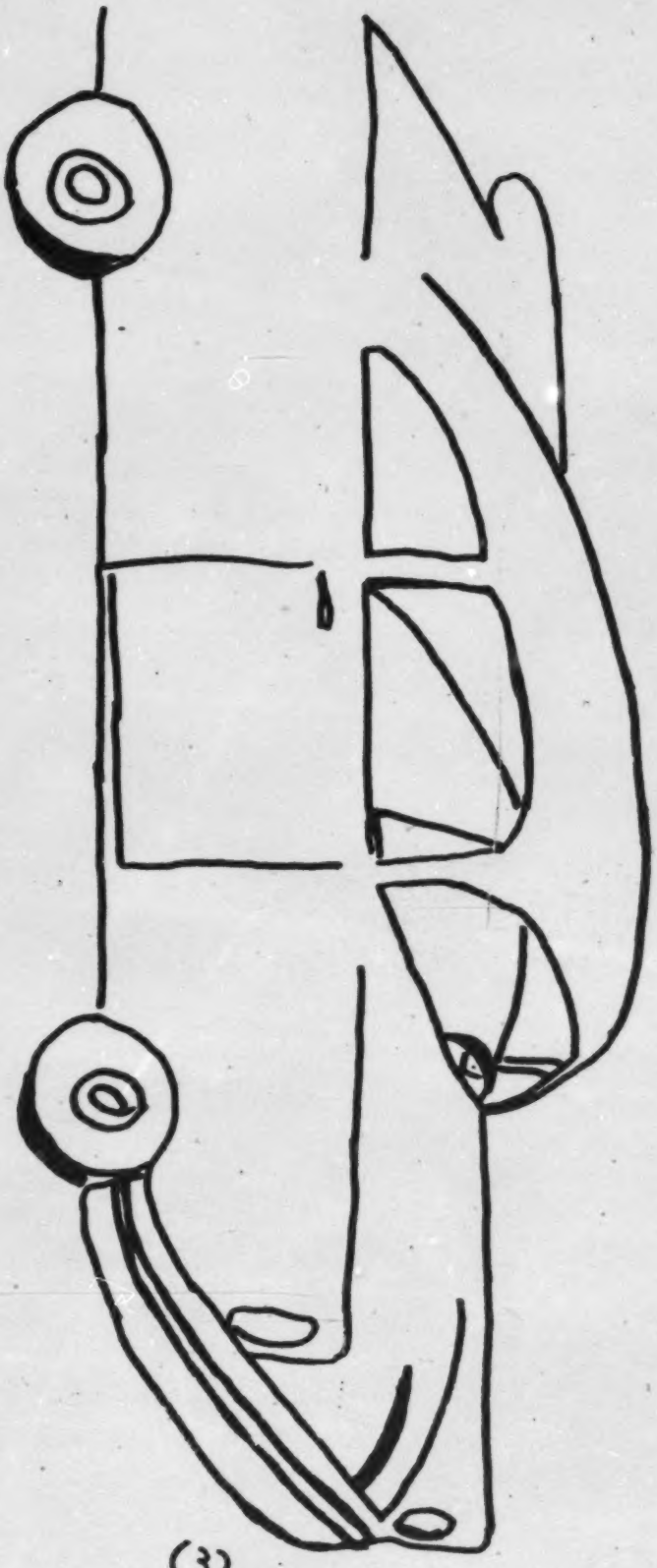

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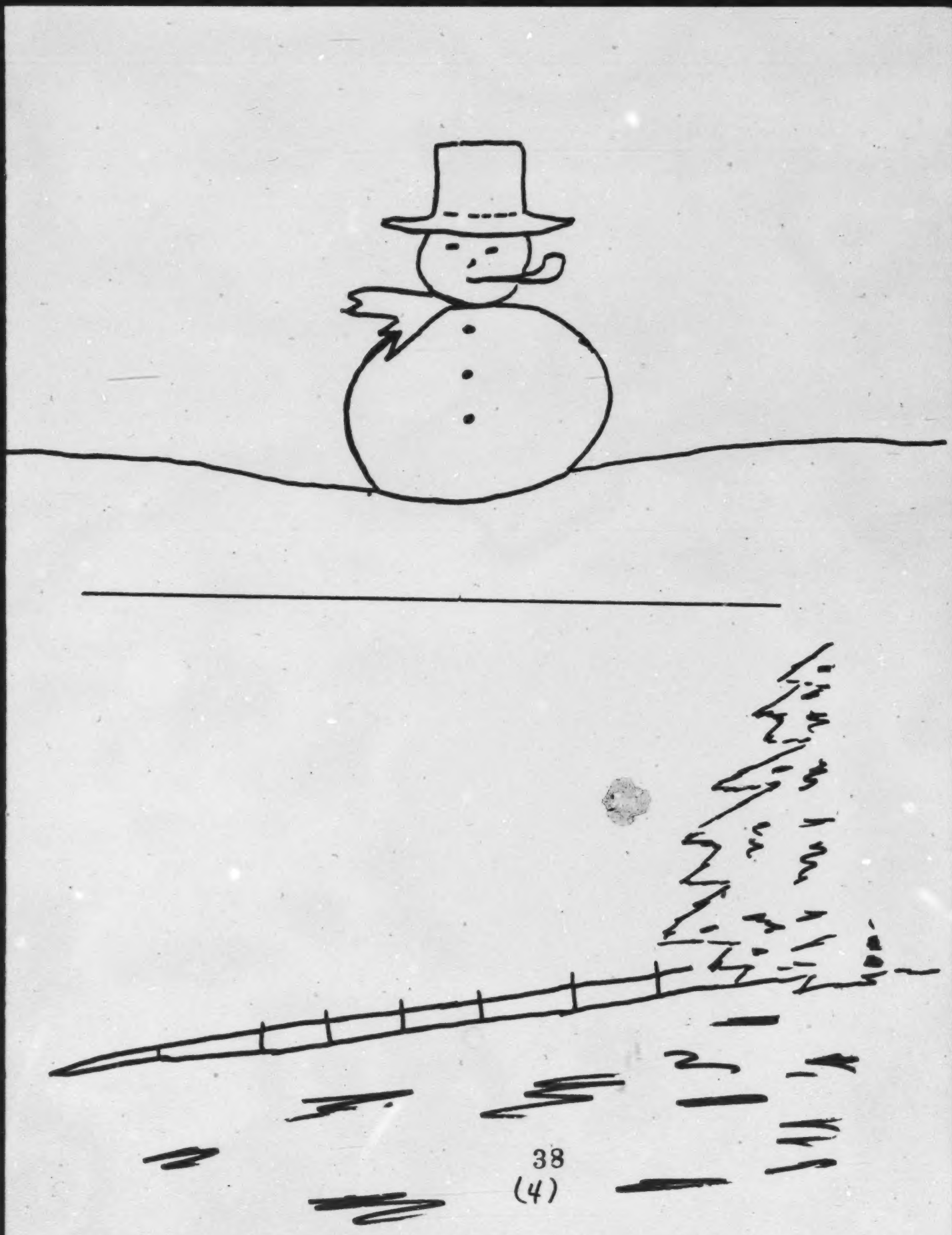

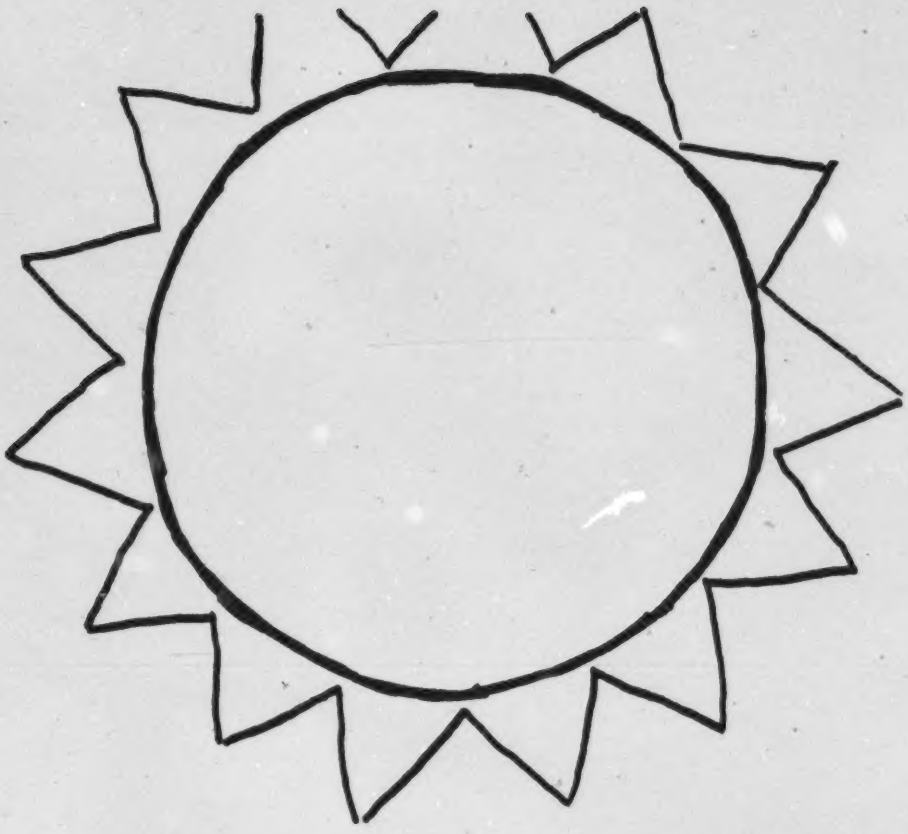

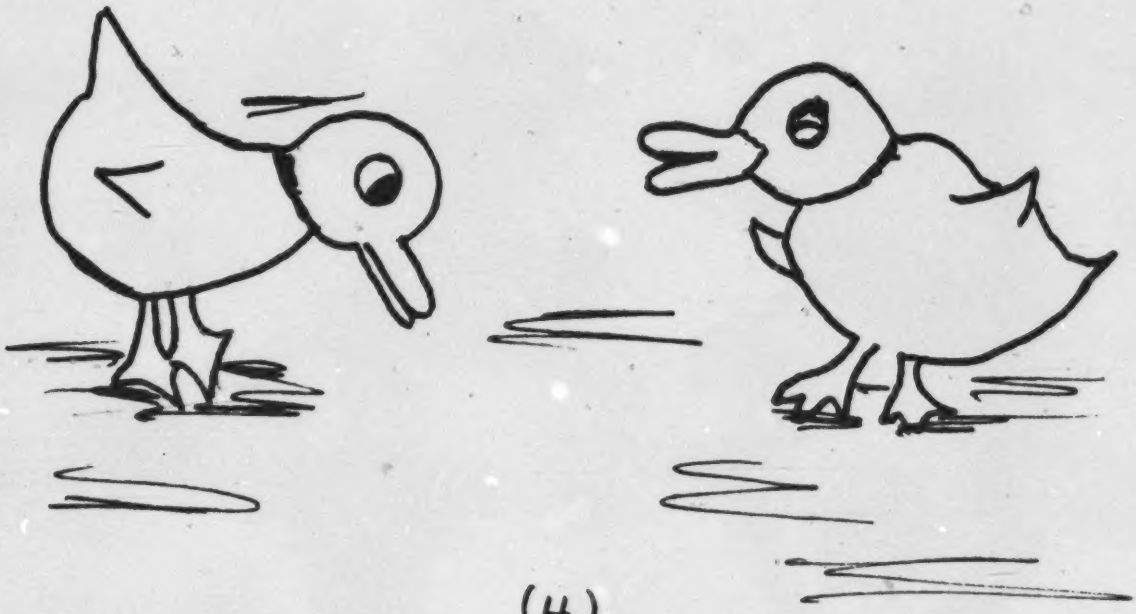

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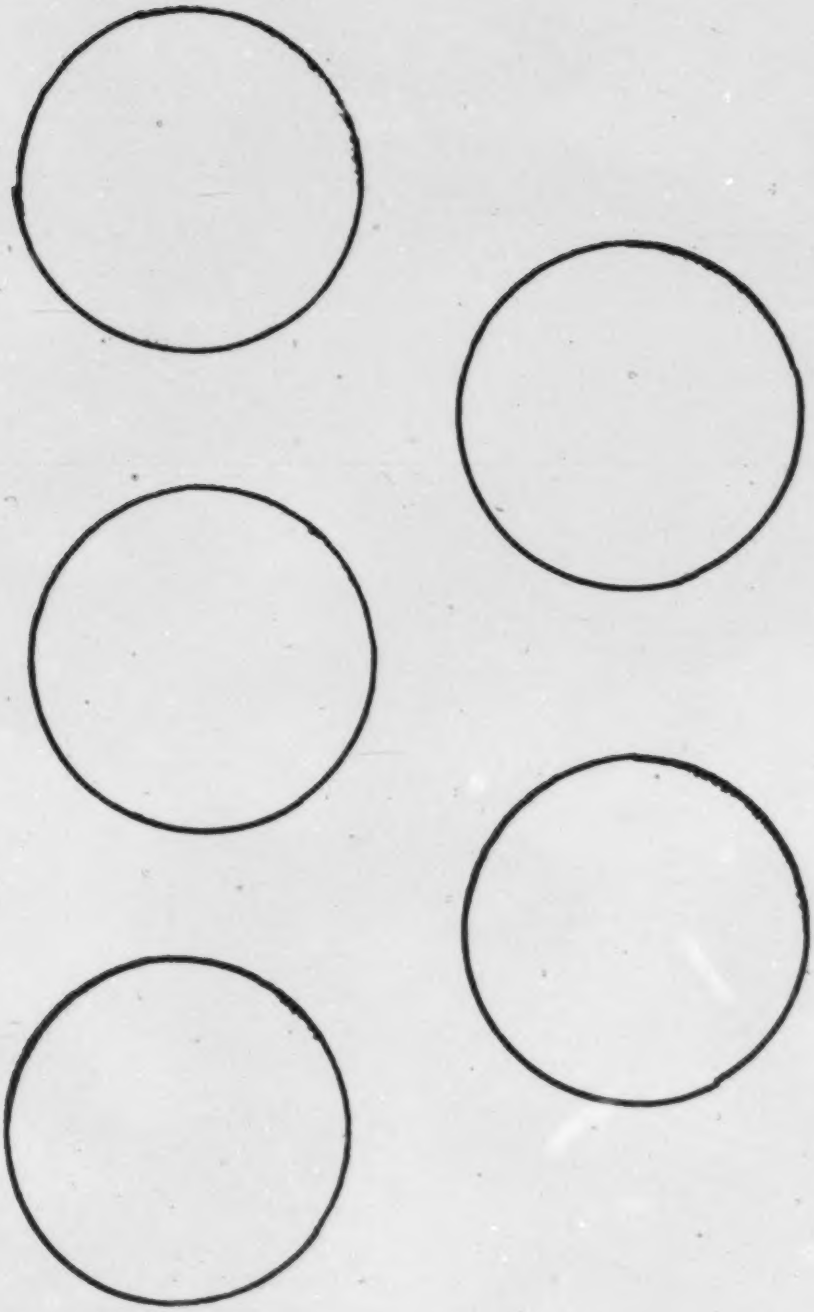

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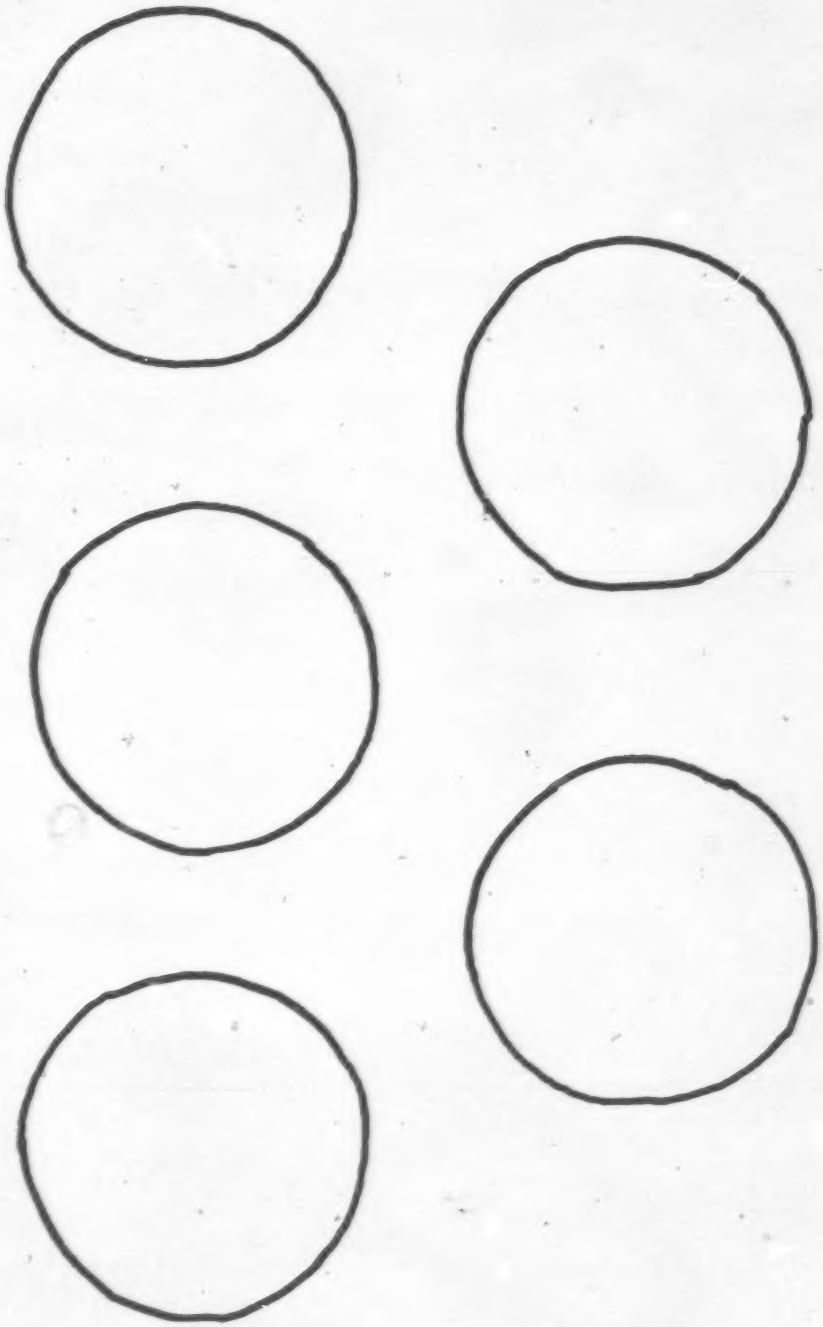

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